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ABSTRACT

This guide, designed to assist teachers in the classroom utilization of "Lingua Latina Secundum Naturae Rationem Explicata", the Nature Method Institute's Latin series, stresses discussion of presentation of early capitula in the course. Other commentary focuses on articulation, instructional approaches, timing and pacing, testing, and multisensory media. Appendixes contain a brief collection of Latin songs and the mailing address of the Nature Method Institute. (RI)

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Teacher's Guide to the NATURE METHOD LATIN COURSE

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Instructional Services
The SCHOOL DISTRICT OF PHILADELPHIA

1970

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PREFACE

The purpose of this guide is to assist teachers in the School District of Philadelphia in the classroom utilization of Lingua Latina Secundum Naturae Rationem Explicata, the Nature Method Institute's Latin series. Stress has been placed on the early capitula of this course in the belief that inexperienced teachers need the most help with these.

ACKNOWLEDGMENTS

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GENERAL NOTES ON LINGUA LATINA

Lingua Latina is an innovative direct method approach to Latin. A direct method approach involves learning a second language without the use of one's vernacular. New lexical and structural items are presented in an immediately intelligible context. For example, instead of telling students that the Latin sentence Quintus Marcum pulsat means "Quintus hits Mark", a direct method approach might show the students a picture that indicates the meaning of the Latin sentence clearly. Instead of defining new words in English a direct method approach might explain them in terms of Latin words already known to the student. Basically, then, the teacher using the Nature Method must conduct class entirely in Latin.

OBJECTIVES OF THIS COURSE FOR THE SCHOOL DISTRICT OF PHILADELPHIA

a. To teach students to comprehend, speak, read, and write Latin within a certain context.

b. To widen the cultural horizons of students through comparison and contrasting of the classical past with our own world.

c. To extend the verbal functioning of students in English through vocabulary building exercises based on Latin roots.

d. To make students aware of the impact of the classical heritage in various areas of our culture.

e. To inculcate interest in the study of the Humanities.

ARTICULATION

It is anticipated that the Nature Method may be used as an alternative to Artes Latinae, the Encyclopedia Britannica Latin instructional system, with students who have had two years of elementary school (FLES) Latin. The teacher who elects to use the Nature Method, however, must be aware that this course in its present form lacks multisensory media and that its pacing is more rapid than Artes Latinae. The teacher using the Nature Method must be able to develop many instructional materials not found in the basic text. In general, the Nature Method should not be used with students who have not had two years of FLES Latin unless the students are particularly mature or well-motivated. It is recommended for students studying Latin as a second foreign language. Teachers planning to use the Nature Method with secondary school students who have not completed the School District's FLES Latin course may wish to take the students through the FLES materials rapidly before beginning the Nature Method.

INSTRUCTIONAL APPROACHES

Capitula in the Nature Method should be introduced audio-lingually. The initial presentation of each capitulum should be aural-oral and with the student's books closed. For example, in presenting Capitulum I, the teacher--using a map of the Roman Empire should make statements in Latin about the geography of the Roman Empire. These statements would, of course be taken from the Latin text of Capitulum I. The class should echo these statements. The teacher must make their meaning clear through the map, through gestures, and without recourse to English. The teacher should use an expression like Repetite to induce the students to echo. The teacher should intersperse Latin questions with the statements and supply the students with answers if necessary and have them echo. The type of aural-oral presentation, of course, will vary from capitulum to capitulum. In Capitulum II, for instance, the teacher will need some sort of visual depicting the members of the Roman family. In Capitulum III, the teacher will need appropriate visuals depicting the new verbs introduced.

After the initial aural-oral presentation the teacher may wish to introduce some pattern practices to reinforce new structural and lexical items orally. In this Teacher's Guide suggested pattern practices are given for the first five capitula. Instructional Services hopes to record these exercises on tape for the benefit of teachers using the Nature Method.

Following the pattern practices the students may read the capitula from the book. Choral reading by the whole class should be encouraged. Lively oral questioning in Latin by the teacher is also essential to assure comprehension of the reading.

The Grammatica Latina section should then be explained basically in Latin by the teacher.

Proper intonation and gesturing by the teacher will, in general, assure comprehension of this material. The teacher should ask simple Latin questions as the explanation progresses to assure comprehension by the students.

The chorusing of inflectional forms by the entire class is recommended. Giving students pattern practices in written form (such as those suggested for oral presentation) involving Latin to Latin manipulation may follow.

The Pensa at the conclusion of each capitulum may now be assigned for homework or written classwork, the teacher should circulate around the class, and help individual students. Pensum C may be done orally. In general, it is recommended that Pensum A and Pensum B be done as written work in order to avoid needless errors.

Following the Pensa there should be work on English derivatives connected with Latin lexical items presented. It is suggested that English derivative work be done orally at first and then in written form. There are many possible techniques for teaching English derivatives. For instance, the teacher may ask the students to relate a derivative to a Latin root met in the capitulum and to explain the meaning of the derivative in terms of the root. It is, in general, important to use the derivative in the context of an English sentence. The students should be encouraged to keep a list of English derivatives in their own notebooks. This list might be divided into three columns thus:

English word phrase or abbreviation	Latin root	Meanings of English word, phrase or abbreviation

The emphasis in derivative word should be, of course, the expansion of the English vocabulary of the students. Stress should be placed on derivatives that are unfamiliar to the students. Suggested derivatives for the first five capitula are given in this guide.

In order to give the students a full humanistic experience in Classical Studies the teacher should do additional work on Roman culture at the end of each capitulum. As far as possible this work should involve multisensory media such as films, filmstrips, and study prints and should be related to the cultural content of the capitulum.

For instance, at the conclusion of Capitulum I the teacher may wish to show the filmstrip Imperium Romanum (Britannica Corp.) and discuss it in light of what it shows about the geography of the Roman world. At the conclusion of Capitulum II, the teacher may wish to show and discuss the sound film Claudius Boy of Ancient Rome particularly from the view point of family relationships. This film canbe shown in connection with other capitula as well. In this guide suggestions are made on the use of multisensory media in the teaching of culture for the first five capitula. In the discussion of cultural materials stress should be placed on contrasting and comparing the past with our own world and the interrelationship between the present and the past. Research reports and artwork on this cultural material should be encouraged.

In summary, then, the steps in approaching each capitulum are:

1. oral presentation
2. oral pattern practices
3. the reading of the capitulum
4. the explanation of the Grammatica Latina
5. the writing of the pensa
6. English derivative work
7. cultural work

TIMING AND PACING

The teacher must accept the students where they are and take them along in the course as far as possible. The teacher should not feel obliged to "cover" a certain number of capitula or volumina within a given year.

The amount of time spent on each step in the approach to the capitula outlined above will vary from class to class.

TESTING

The teacher will have to produce tests for this course since none are at present commercially available.

In general, the tests should involve the type of Latin-Latin manipulative exercise found in the pensa. In fast, items from the pensa may be used directly for the teacher-made tests. The tests should also include questions on the derivative work covered and on cultural material covered.

Tests should be given at the end of each capitulum and perhaps more frequently.

MULTISENSORY MEDIA

Unfortunately, the Nature Method course does not--in its present form--include multisensory media such as films, filmstrips, tapes and visuals.

The School District's Division of Instructional Services hopes, however, to make available to teachers uncaptioned visual cue cards for the first ten capitula. Until these cues are available the teacher must improvise with freehand drawings or stick figure drawings. The purpose of the visual cues, of course, is to assist the teacher in the oral presentation of each capitulum. Ingeneral, the visual cues needed will be the same as or similar to the little line drawings found in the Nature Method book. The visual cues needed are as follows. The page number on which the picture is found in the Nature Method book is indicated in parenthesis.

Capitulum I

1. A town, a river and an island (p.1)

   (NB, a classroom map of the Roman Empire is also needed for this capitulum)

Capitulum II

2. Julius, Marcus, Quintus, Julia, Aemilia, Delia, Medus (p.10)
3. Cornelius (p.14)

Capitulum III

4. Julia singing (p.21)
5. Marcusurging Julia to be quiet
6. Marcus frowning and holding his ears (p.21)
7. Marcus striking Julia (p.21)
8. Julia crying (p.22)
9. Marcus laughing (p.22)
10. Quintus looking at Marcus but Marcus not looking at Quintus (p.22)

11. Quintus strikes Marcus (p.22)

12. Marcus strikes Quintus (p.22)

13. Julia calling her mother (p.22)

14. Aemilia coming into the scene (p.22)

15. Julius sleeping(p.24)

16. Quintus calling pater (p.24)

17. Aemilia spanks Marcus

18. Marcus cries

19. Julius hears Marcus (p.25)

20. Julius spanks Marcus (p.26)

21. Quintus laughs

Capitulum IV

22. A money purse (p.33)

23. Ten coins (p.33)

24. A coin (p.33)

25. Julius with his money purse (p.33)

26. Davus greeting Julius (p.35)

27. Davus putting money purse on the table (p.37)

28. A baculus (p.37)

Capitulum V

29. A country house and garden (p.43)

30. A rose and lily (p.44)

31. Syra (p.44)

32. An atrium (p.45)

33. A door and window (p.35)

34. A peristylum (p.46)

35. Julia arm in arm with Aemilia

36. Julia in a garden

37. Julia walking away from Aemilia

38. Julia leaving a garden

Capitulum VI

39. Map (p.56)

40. A man going toward a town

41. A man coming from a town

42. A Roman road (p.57)

43. A man in a town

44. Julius being carried by Davus and Ursus (p.58)

45. A man's shoulder (p.58)

46. Cornelius on a horse (p.60)

Capitulum VII

47. Two boys before the gate of the villa (p.68)

48. Girl with a rose crying (p.68)

49. A mirror (p.68)

50. An apple and a pear (pp.70 and 71)

51. Aemilia kisses Julius (p.72)

52. Marcus walking and Quintus runs (p.72)

53. Julius giving apple to Syra

Capitulum VIII

54. Taberna Romana (p.79)

55. A gem and a pearl (p.79)

56. A ring with a gem (p.80)

57. Aemilia with a ring and necklace (p.80)

58. Medus with a slave girl (p.81)

59. A hand (p.86)

Capitulum IX

60. The sun, sky sheep, etc. (p.95)

61. Bread (p.95)

62. A wolf (p.96)

63. A cloud (p.96)

64. A footprint (p.98)

65. A shepherd carrying a black sheep (p.99)

Capitulum X

66. Fish swimming, birds flying, men walking (p.106)

67. A lion and an eagle (p.106)

68. A wing and a foot (p.107)

69. Mercury (p.107)

70. Neptune (p.108)

71. A lung (p.108)

72. A bird's nest with egg, leaf, and branch (p.109)

73. A fat branch and a thin branch (p.111)

74. Marcus seeing Quintus, 4 birds, and a branch lying on the ground

75. Marcus frightened (p.111)

The School District's Instructional Services Division is also hoping to produce tapes for the pattern practices written to accompany the first five capitula of the Nature Method. These pattern practices are given in this guide. Until such time as the tapes are developed the teacher using the Nature Method must improvise by assuming the role of the tape voice.

It is strongly recommended that each school using the Nature Method also acquire the following items from the Encyclopedia Britannica Latin instructional system Artes Latinae.

1. Historical reconstructions of Rome Study Prints.
2. Historical reconstructions of Pompeii Study Prints.
3. Historical reconstructions of Ancient Greece Study Prints.
4. Roma Antiqua Filmstrip Set
5. Claudius Boy of Ancient Rome Sound film
6. Vita in Roma Antiqua Sound film
7. Ingenium Romae Sound film

All of these items are listed on the School District's Textbook List under the Encyclopedia Britannica Latin instructional system. They are essential in the teaching of the cultural content of the Nature Method course in a multisensory manner. Each item should be used repeatedly throughout the Nature Method course. The soundfilms with Latin soundtrack and the filmstrips with Latin

captions will not be fully understood initially by the students but still can be very meaningful to the students with appropriate discussion and explanation.

The teacher is also urged to make use of appropriate sound films and filmstrips available in the School District's Audio-Visual Library. A complete list of these can be found in Appendix I of the Instructional Services' publication A Guide to Artes Latinae, the Encyclopedia Britannica Latin Instructional System.

DISCUSSION OF CAPITULUM PRIMUM

In the oral presentation of this capitulum the teacher will need a classroom map of the Roman Empire. The oral presentation of the first portion of this capitulum might run something like this: The lines indicate space for student response. Appropriate gestures, intonation, and use of the map and visual cues are important in the oral presentation.

Roma in Italia est. Omnes, repetite: Roma in Italia est. ____ Joaanes, repete: Roma in Italia est. _____ Maria, repete: Roma in Italia est. ____ Italia in Europa est. Omnes, repetite: Italia in Europa . ___ Thoma, repete: Italia in Europa est. ___ Roberte, repete: Italia in Europa est. ___ Marlena, repete: Italia in Europa est. ___ Omnes, repetite: Roma in Italia est. ____ Italia in Europa est. ___

This same process with plenty of repetition and animation must be used for the oral presentation of the rest of the capitulum.

The following pattern practices and mimicry drills might be used after the oral presentation:

You will hear a Latin sentence in the singular. Repeat it. Then you will hear the same sentence in the plural. Repeat it paying close attention to the changes involved.

1. Insula est. ____ Insulae sunt. ___
2. Fluvius est.___ Fluvii sunt. ___
3. Oceanus est. ___ Oceani sunt. ___
4. Oppidum est. ___ Oppida sunt. ___
5. Imperium est. ___ Imperia sunt. ___

You will hear a Latin sentence in the singular. In the pause provided give the plural. The voice on the tape will then give the plural. Repeat it.

1. Insula est. ___ Insulae sunt. ___
2. Fluvius est. ___ Fluvii sunt. ___
3. Oceanus est. ___ Oceani sunt. ___
4. Oppidum est. ___ Oppida sunt. ___
5. Imperium est. ___ Imperia sunt. ___

You will hear a Latin sentence. Repeat it.

1. Nilus in Africa est. ___
2. Syria in Asia est. ___
3. Gallia in Europa est. ___
4. Roma in Italia est. ___
5. Sparta in Graecia est. ___

6. Nilus et Aegyptus in Africa sunt. ___
7. Syria et Arabia in Asia sunt. ___
8. Gallia et Germania in Europa sunt. ___
9. Sparta et Delphi in Graecia sunt. ___
10. Roma et Tusculum in Italia sunt. ___

You will hear a Latin sentence with the verb omitted. Supply the verb in the pause provided. You will then hear the verb. Repeat it.

1. Nilus in Africa ___. est ___
2. Syria in Asia ___. est ___
3. Gallia in Europa ___. est ___
4. Roma in Italia ___. est ___
5. Sparta in Graecia ___. est ___
6. Nilus et Aegyptus in Africa ___. sunt ___
7. Syria et Arabia in Asia ___. sunt ___
8. Gallia et Germania in Europa ___. sunt ___
9. Sparta et Delphi in Graecia ___. sunt ___
10. Roma et Tusculum in Italia ___. sunt ___

Answer the following questions in the pause provided. Then listen to the correct answer and repeat it.

1. Ubi est Nilus? ___ Nilus in Africa est. ___
2. Ubi est Syria? ___ Syria in Asia est. ___
3. Ubi est Gallia? ___ Gallia in Europa est. ___
4. Ubi est Roma? ___ Roma in Italia est. ___
5. Ubi est Sparta? ___ Sparta in Graecia est. ___
6. Ubi sunt Nilus et Aegyptus? ___ Nilus et Aegyptus in Africa sunt. ___
7. Ubi sunt Syria et Arabia? ___ Syria et Arabia in Asia sunt. ___
8. Ubi sunt Gallia et Germania? ___ Gallia et Germania in Europa sunt. ___
9. Ubi sunt Sparta et Delphi? ___ Sparta et Delphi in Graecia sunt. ___
10. Ubi sunt Roma et Tusculum? ___ Roma et Tusculum in Graecia sunt. ___

Repeat the following Latin sentences:

1. Sparta oppidum est.____
2. Sparta et Tusculum oppida sunt.____
3. Brundisium oppidum est.____
4. Brundisium et Delphi oppida sunt.____
5. Sicilia insula est.____
6. Sicilia et Creta insulae sunt.____
7. Nilus fluvius est.____
8. Nilus et Rhenus fluvii sunt.____

Answer each of the following questions affirmatively. Listen to the correct answer and then repeat it.

1. Suntne multa oppida in Italia?____ Multa oppida in Italia sunt.____
2. Suntne pauca oppida in Arabia?____ Pauca oppida in Arabia sunt.____
3. Suntne multae insulae in Graecia?____ Multae insulae in Graecia sunt.____
4. Estne Sicilia insula magna?____ Sicilia insula magna est.____
5. Estne Melita insula parva?____ Melita insula parva____
6. Suntne Nilus et Rhenus fluvii magni?____ Nilus et Rhenus fluvii magni sunt.____
7. Estne Oceanus Atlanticus magnus?____ Oceanus Atlanticus magnus est.____
8. Estne imperium Romanum magnum?____ Imperium Romanum magnum est.____
9. Suntne multi fluvii in Europa?___ Multi fluvii in Europa sunt.____
10. Suntne pauci fluvii in Arabia? ___ Pauci fluvii in Arabia sunt.

Answer each of the following questions negatively. Listen to the correct answer and repeat it.

1. Num Roma in Graecia est?____ Roma non in Graecia est.____
2. Num Creta oppidum est?____ Creta non oppidum est.____
3. Num in Arabia multa oppida sunt?____ In Arabia non multa oppida sunt.____
4. Num Rhenus parvus fluvius est?____ Rhenus parvus fluvius non est.____

You will hear a question followed by an answer. Repeat the answer.

1. Quid est Rhenus? Rhenus fluvius magnus est.____
2. Quid est Melita? Melita insula parva est.____
3. Quid est Tusculum? Tusculum oppidum est. ___
4. Quid est Sicilia? Sicilia insula magna est.____
5. Quid est "insula"? "Insula" vocabulum Latinum est.____
6. Quid est "magnus"? "Magnus" vocabulum Latinum est.___

Derivatives that should be taught in this capitulum include: insular, peninsular, oceanic, numeral, literal, literature, magnify, magnitude, magnificent, multitude. multicolored, multimillionaire, multiply, paucity, unit, unity, unilateral, unicycle, pluribus, unum, duet, dual, duo, tricolor, prime, primary, secondary. ter tiary, grammatical, exemplary, pensive.

Suggestive cultural extension work related to this capitulum include the showing and discussion of the filmstrip Imperium Romanum (Britannica) with emphasis on the far-flung nature of the Roman Empire. The students will not be able to read the Latin captions on this filmstrip. Therefore the teacher should paraphrase each caption in English.

DISCUSSION OF CAPITULUM SECUNDUM

In the oral presentation of this Capitulum a stick figure family tree drawn of the chalkboard in addition to the visual cue of the Roman family may be useful in teaching the use of the genitive. The last portion of this capitulum is a dialogue between Cornelius and Julius. The teacher should appoint students to play the roles of Cornelius and Julius. The teacher should supply the lines for each actor orally and have the actor repeat.

The following pattern practices and mimicry drills might be used after the oral presentation:

You will hear a Latin sentence in the singular. Repeat it. Then you will hear the same sentence in the plural. Repeat it.

1. Vir Romanus est._____ Viri Romani sunt_____.
2. Femina Romanus est.___ Feminae Romanae sunt.____
3. Puer Romanus est_____ Pueri Romani sunt.____
4. Filius est._____ Filiae sunt._____
5. Filia est_____ Filiae sunt._____
6. Servus est____ Servi sunt._____
7. Ancilla est.____ Ancillae sunt.____
8. Filia mea est_____ Filiae meae sunt._____

You will hear a Latin sentence in the singular. In the pause provided give the plural. The voice on the tape will then give the plural. Repeat it.

1. Vir Romanus est._____ Viri Romani sunt._____
2. Puer Romanus est_____ Pueri Romani sunt.____
3. Femina Romana est.____ Feminae Romanae sunt.____
4. Filius est.____ Filii sunt.____
5. Filia est.____ Filiae sunt.____
6. Servus est.____ Servi sunt.____
7. Ancilla est.____ Ancillae sunt.____
8. Filia mea est.____ Filiae meae sunt.____

Repeat each sentence.

1. Julius pater Marci est.____
2. Julius pater Quinti est.____
3. Julius pater Juliae est.____
4. Aemilia mater Marci est.____
5. Aemilia mater Quinti est.____
6. Aemilia mater Juliae est.____

Repeat each sentence.

1. Numerus servorum magnus est.____
2. Numerus liberorum parvus est.____
3. Numerus oppidorum magnus est.____
4. Numerus filiorum parvus est.____
5. Numerus puerorum parvus est.____

You will hear a question followed by an answer. Repeat the answer.

A.
1. Quis est Marcus? Marcus puer Romanus est.____

2. Quis est Quintus? Quintus puer Romanus est.____
3. Quis est Julius? Julius vir Romanus est.___
4. Quis est Medus? Medus servus Romanus est.____
5. Quis est filius Julii? Marcus est filius Julii. Quintus est quoque filius Julii___
6. Quis est servus Julii? Medus est servus Julii.____
7. Quis est pater Marci? Julius est pater Marci.____
8. Quis est pater Quinti? Julius est pater Quinti ___
9. Quis est dominus Medi? Julius est dominus Medi____

B.

1. Quae est Julia? Julia est puella Romana.___
2. Quae est Aemilia? Aemilia est femina Romana.___
3. Quae est Delia? Delia est ancilla Romana.____
4. Quae est mater Marci? Aemilia est mater Marci _____
5. Quae est domina Deliae? Aemilia est domina Deliae._____

You will hear a question followed by an answer. Repeat the answer.

1. Quis est Marcus? Marcus puer Romanus est.____
2. Quae est Julia? Julia puella Romana est.____
3. Estne Medus filius Julii? Medus filius Julii non est.___
4. Quot liberi in familia sunt? In familia sunt tres liberi____
5. Quot filii et quot filiae? Duo filii et una filia.____
6. Num numerus filiarum duae est? Numerus filiarum non est duae____

You will hear a phrase followed by its Latin equivalent. Repeat the equivalent.

1. magnus numerus servorum: multi servi____
2. parvus numerus liberorum: pauci liberi_____
3. parvus numerus dominorum: pauci domini____
4. magnus numerus puerorum: multi pueri____
5. magnus numerus filiarum: multae filiae____
6. magnus numerus filiorum: multi filii____
7. parvus numerus ancillarum: multae ancillae_____
8. parvus numerus servorum Graecorum: pauci servi Graeci_____
9. parvus numerus oppidorum: pauca oppida____
10. magnus numerus oppidorum: multa oppida____

You will hear a Latin phrase. Give a Latin equivalent for the phrase in the pause provided. You will then hear a correct equivalent. Repeat it.

1. magnus numerus servorum_____multi servi____
2. magnus numerus ancillarum___multae ancillae___
3. magnus numerus oppidorum_____multa oppida___
4. parvus numerus oppidorum_____ pauca oppida___
5. parvus numerus liberorum___pauci liberi____
6. parvus numerus filiarum____paucae filiae____

You will hear a Latin expression followed by its equivalent. Repeat the equivalent.

1. servusque: et servus_____
2. puerque: et puer____
3. filiaque: et filia____
4. Medusque: et Medus____

English derivatives that should be taught in this capitulum include: virile, virility, feminine, effeminate, puerility, puerile, familiar , paternal, patrimony, maternal, matron, matriarchy, filial, servile, ancillary, ancilla, dominate, dominion,

per cent, centennial, paternity, maternity, subservient, servitude, femme fatale

Dependent on the interest and background of the class teacher some work can be done on words in French, Spanish, and Italian which comes from the Latin in the capitula. e.g. from pater, père, padre; from filia, fille, hija, figlia

Suggested cultural extension work related to this capitulum includes the showing of the sound film Claudius Boy of Ancient Rome (Britannica) . The discussion of this film should center on family relationships, e.g. the place of slaves, Claudius' attitude toward his father.

DISCUSSION OF CAPITULUM TERTIUM

In the initial oral presentation of this capitulum the teacher must use gestures and roleplaying to make clear the meaning of various utterances. For example, at the beginning of the capitulum when the teacher says Julia cantat: "La-la-la," the teacher should sing "La-la-la" so that the meaning of cantat is clear. A broad smile can convey the meaning of Julia laeta est. A finger held to the lips can convey the meaning of St! A frown can indicate the meaning of Marcus laetus non est. The meaning of pulsat can be conveyed by pretending to strike a student. Pretending to cry with a handkerchief can indicate the meaning of plorat. Visual cues can also help make clear the meanings of these utterances.

Parts can be assigned for dramatizing this capitulum. The capitulum should be approached in small segments.

The following pattern practices and mimicry drills might be used after the oral presentation: It is, of course, not desirable to use all of these in one class period. You will hear a question. Answer it affirmatively. The correct answer will be given on the tape. Repeat it.

1.	Cantatne Julia?____	Julia cantat._____
2.	Pulsatne Marcus?____	Marcus pulsat._____
3.	Ridetne puer?_____	Puer ridet._____
4.	Videtne Quintus?____	Quintus videt._____
5.	Vocatne Julia?_____	Julia vocat._____
6.	Venitne Aemilia?____	Aemilia venit.____
7.	Interrogatne Aemilia?____	Aemilia interrogat.____
8.	Respondetne Quintus?____	Quintus respondet.____
9.	Dormitne pater?____	Pater dormit._____
10.	Auditne Julius?____	Julius audit.____

You will hear an affirmative sentence. Make it negative. Listen to the correct answer and repeat it.

1.	Julia laeta est.____	Julia laeta non est._____
2.	Marcus iratus est.____	Marcus iratus non est.____
3.	Julia irata est.____	Julia irata non est.____
4.	Puer improbus est.____	Puer improbus non est.____
5.	Puella proba est.____	Puella proba non est.____

6. Puella parva est.____ Puella parva non est.____

You will hear a question followed by the answer. Repeat the answer. The same question will be asked again. Supply the answer.

A.

1. Quis Juliam pulsat? Marcus Juliam pulsat._____
   Quis Juliam pulsat?____

2. Quam Julia vocat? Julia Aemiliam vocat.____
   Quam Julia vocat?_____

3. Quem Aemilia pulsat? Aemilia Marcum pulsat._____
   Quem Aemilia pulsat?____

4. Quem Quintus vocat? Quintus Julium vocat.____
   Quem Quintus vocat? _____

5. Quem audit Julius?__Julius Marcum audit._____
   Quem audit Julius?____

B.

1. Cur pater non venit? Quia pater dormit. ____Cur pater non venit?____

2. Cur mater Marcum pulsat? Quia Marcus puer improbus est.____ Cur mater Marcum pulsat?_____

3. Cur Julia laeta non est? Quia Marcus plorat._____ Cur Julia laeta non est.___

You will hear a sentence. Pick out the word which receives the action. You will hear the word on tape. Repeat it.

1. Marcus Juliam pulsat._____ Juliam_____

2. Quintus Marcum videt.____ Marcum____

3. Julia Aemiliam vocat.____ Aemiliam___

4. Julia te vocat.____ te____

5. Marcus eam pulsat._____ eam_____

6. Aemilia puerum pulsat._____ puerum_____

7. Julius eum audit._____ eum_____

Repeat each sentence

1. Marcus plorat._____

2. Puer, qui plorat, est Marcus_____

3. Quintus ridet._____

4. Puer, qui ridet, est Quintus.____

5. Julius Marcum audit._____

6. Puer, quem Julius audit, est Marcus._____

7. Aemilia Marcum pulsat._____

8. Puer, quem Aemilia pulsat, est Marcus.

English derivatives that should be taught in this capitulum include: scenic, personfiy, persona non grata, irate, cantor, incantation, cantata, pulsate, pulse, implore, vocation, vocative, interrogation, interrogate, respond, responsible, ridicule, risible, video, visible, audio, audible, auditory, dormitory, dormant, advent, venture.

Suggested cultural extension work related to this capitulum includes the showing of the filmstrip Duo Amici (Britannica). Although the students will not be able at this point to comprehend the Latin captions, they might be encouraged to guess their meaning with some help from the teacher.

Students should be invited to compare the story of Claudius and Vistus in the filmstrip with the story of Marcus and Quintus. Family life in antiquity should be compared with modern family life.

DISCUSSION OF CAPITULUM QUARTUM

In the initial oral presentation of this capitulum proper use of visual cues and gestures is important. Holding up a picture of a money purse, the teacher should say Crumena Julii magna est. Hand motions can indicate the meaning of magna. The class should repeat the utterance several times. Then the teacher should say Julius crumenam magnam habet and have the class repeat. Pointing to a picture of some coins will convey the sense of In crumena Julii pecunia est. Portions of this capitulum can be dramatized.

The following pattern practices and mimicry drills may be used after the oral presentation:

You will hear a question. Answer it affirmatively in the pause provided. You will then hear the correct answer. Repeat it.

1. Habetne crumenam magnam?_____Crumenam magnam habet._____
2. Suntne centum nummi in crumena?_____ Centum nummi in crumena sunt._____
3. Numeratne Julius pecuniam rursus?_____ Julius pecuniam rursus numerat.____
4. Vocatne Medus Davum?_____Medus Davum vocat.
5. Salutatne servus Dominum?____ .Servus Dominum salutat. ___
6. Accusatne Medus Davum?____ Medus Davum accusat._____
7. Ponitne Julius unum nummum in crumena?___ Julius unum nummum in crumena ponit.___
8. Sumitne Davus crumenam suam?____ Davus crumenam suam sumit._____
9. Discedit Julius?___ Julius discedit._____
10. Abestne Medus?____ Medus abest._____

You will be told in Latin to greet someone. Use Salve and the special form of the person's name or title used in direct address. You will hear the correct answer Repeat it.

1. Saluta Medum.___ Salve, Mede!___
2. Saluta dominum___ Salve, domine!____
3. Saluta Davum.____ Salve, Davum!____
4. Saluta servum.___ Salve, serve!____
5. Saluta bonum servum.__Salve, bone serve!___
6. Saluta magnum dominum___ Salve, magne Domine!____

You will hear a Latin sentence. Rephrase it using ecce in the pause provided. You will hear the rephrased sentence. Repeat it.

1. Vide: hīc est crumena mea. ___ Ecce crumena mea.____
2. Vide: hīc est pecunia mea.____ Ecce pecunia mea.____
3. Vide: hīc sunt multi nummi.___ Ecce multi nummi.____

4. Vide: hīc est servus._____Ecce servus_____
5. Vide: hīc est baculus._____ Ecce baculus_____
6. Vide: hīc est mensa._____Ecce mensa._____

Repeat each of the following commands in the pause provided;

1. Saluta dominum._____
2. Discede, domine._____
3. Impera, domine._____
4. Pone in mensa._____
5. Audi et tace._____
6. Voca Davum._____
7. Sume baculum._____
8. Interroga servum._____
9. Veni et audi._____
10. Responde, domine._____

Supply the answers to the following addition problems. The correct answer will be provided. Repeat it.

1. Unus et unus sunt _____ duo_____
2. Unus et duo sunt _____ tres_____
3. Unus et tres sunt_____quattuor_____
4. Unus et quattuor sunt _____quinque_____
5. Unus et quinque sunt_____sex_____
6. Unus et sex sunt _____ septem_____
7. Unus et septem sunt_____octo_____
8. Unus et octo sunt _____novem_____
9. Unus et novem sunt _____decem_____

Change each of the following action words to the command form. The correct answer will be provided. Repeat it.

1. Numerat._____Numera._____
2. Salutat. _____Saluta._____
3. Tacet._____ Tace._____
4. Accusat. Accusa._____
5. Ponit. Pone_____
6. Sumit._____Sume._____
7. Discedit._____Discede._____
8. Imperat._____Impera._____
9. Paret._____Pare._____
10. Audit._____Audi._____
11. Videt._____Vide._____

You will hear a sentence that says that someone or something is absent. Change the sentence to say that the person orthing is present. The correct answer will be heard. Repeat it.

1. Ceteri nummi absunt. _____ Ceteri nummi adsunt._____
2. Servus abest._____ Servus adest._____
3. Dominus abest._____ Dominus adest._____
4. Pauci nummi absunt._____ Pauci nummi adsunt._____
5. Mensa abest._____ Mensa adest._____
6. Nulli nummi absunt._____ Nulli nummi adsunt._____
7. Pecunia abest._____ Pecunia adest._____

8. Verbum abest._____ Verbum adest.____
9. Vocabulum abest._____ Vocabulum adest._____
10. Centum nummi tantum absunt._____ Centum nummi tantum adsunt._____
11. Crumena vacua abest._____ Crumena vacua adest._____
12. Servus bonus abest._____ Servus bonus adest._____

DISCUSSION OF CAPITULUM QUINTUM

The oral presentation of the first portion of this capitulum might run as follows:

The teacher points to the villa and garden in the visual cue and says, "Ecce villa et hortus Julii."The class repeats several times. The teacher goes on to say."Villa ejus magna est et magnus est hortus ejus." The sense of magna and magnus may be conveyed with gestures. The teacher may wish to explain the meaning of ejus in Latin by saying: "Ejus" significat "Julii" in hac sententia. The class should then repeat, "Villa ejus magna est et magnus est hortus ejus." The use of the map can help indicate the meaning of Villa Julii in Italia est. The students should repeat this sentence and those that follow it. Upon completing the first paragraph the teacher may wish to ask simple questions such as the following:

Quid est? (pointing to the picture of the villa and the garden)

Estne villa magna?
Estne hortus magnus?
Ubi est villa Julii?
Suntne multae villae in Italia?
Suntne multi horti in Italia?
Quid est hortus Europae?

This type of questioning must be used frequently if the oral presentations of the capitula are to be meaningful.

The following pattern practices and mimicry drills will be useful after the oral presentation:

You will hear a Latin sentence. Rephrase it using ecce. You will hear the correct answer. Repeat it.

1. Vide: hīc est villa Julii. Ecce villa Julii.
2. Vide: hīc est hortus Julii. Ecce hortus Julii.
3. Vide: hīc est magna familia. Ecce magna familia.
4. Vide: hīc est femina pulchra. Ecce femina pulchra.
5. Vide: hīc est rosa in horto. Ecce rosa in horto.
6. Vide: hīc est nasus pulcher. Ecce nasus pulcher.
7. Vide: hīc est ostium parvum. Ecce ostium parvum.
8. Vide: hīc est atrium magnum. Ecce atrium magnum.
9. Vide: hīc est impluvium. Ecce impluvium.
10. Vide: hīc est peristy lum. Ecce peristylum.
11. Vide: hīc est fenestra. Ecce fenestra.
12. Vide: hīc est cubiculum parvum. Ecce cubiculum parvum.

Answer each question negatively. Listen to the correct answer and repeat it.

1. Habitatne puer in villa? ____Puer in villa non habitat._____
2. Habentne Julius et Aemilia tres filios?_____Julius et Aemilia tres filios non habent._____
3. Habetne multos servos?_____Multos servos non habet._____
4. Estne domina earum?_____Domina earum non est._____
5. Habitantne cum liberis?_____Cum liberis non habitant._____
6. Amatne filios?_____Filios non amat._____
7. Dormiuntne servi in cubiculis?_____ Servi in cubiculis non dormiunt._____

8. Venitne Julia ex horto?_____ Julia ex horto non venit._____
9. Delectantne verba Marci Juliam? _____ Verba Marci Juliam non delectant.

Change the accusative forms in each sentence to the plural. You will hear the changed sentence. Repeat it.

1. Filium amat._____ Filios amat._____
2. Servum amat._____ Servos amat._____
3. Puerum amat._____ Pueros amat._____
4. Filiam amat._____ Filias amat._____
5. Feminam amat._____ Feminas amat._____
6. Ancillam amat._____ Ancillas amat._____
7. Rosam amat._____ Rosas amat._____
8. Cubiculum amat._____ Cubicula amat._____
9. Ostium amat._____ Ostia amat._____
10. Lilium amat._____ Lilia amat._____

Echo each brief sentence.

1. In horto est._____
2. In hortis est._____
3. Ex villa venit._____
4. Ex villis venit._____
5. Cum lilio est._____
6. Cum liliis est._____
7. Ab puero discedit._____
8. Ab pueris discedit._____

Change each imperative from singular to plural. Listen to the correct answer and repeat it.

1. Juliam voca._____ Juliam vocate._____
2. Vide hortum._____ Videte hortum._____
3. Discede ab oppidis._____ Discedite ab oppidis.
4. Veni ex horto._____ Venite ex horto.
5. Sume pecuniam._____ Sumite pecuniam._____
6. Dormi!_Dormite!_____
7. Audi!_Audite!_____

Change both the subject and the verb to the plural. Listen to the correct answer and repeat it.

1. Puella cantat._____ Puellae cantant._____
2. Puer ridet._____ Pueri rident._____
3. Femina discedit._____ Feminae discedunt._____
4. Servus dormit._____ Servi dormiunt._____
5. Is audit._____ Ii audiunt._____
6. Familia vocat._____ Familiae vocant._____
7. Puer tacet._____ Pueri tacent._____
8. Vir ululat._____ Viri ululant._____

Replace the genitive plural form with <u>eorum</u> or <u>earum</u>. Listen for the correct answer and repeat it.

1. Julius dominus servorum est._____ Julius dominus eorum est._____
2. Aemilia domina ancillarum est._____ Aemilia domina earum est._____
3. Villa puerorum est._____ Villa eorumest._____
4. Rosa feminarum est._____ Rosa earum est._____

5. Fenestrae villarum sunt.____ Fenestrae earum sunt.____
6. Cubiculum virorum est._____ Cubiculum eorum est._____

Change the word that comes after <u>in</u>, <u>cum</u>, <u>ex</u>, or <u>ab</u> to the plural. Listen to the correct answer and repeat it.

1. In villa habitat._____ In villis habitat._____
2. Cum puero habitat.____ Cum pueris habitat._____
3. Cum ancilla est.____ Cum ancillis est.____
4. Ab villa discedit.____ Ab villis discedit.____
5. Ab puero discedit.____ Ab pueris discedit.____
6. Ex horto venit._____ Ex hortis venit.____
7. Ex eo venit.____ Ex eis (iis) venit.___

APPENDIX I - A BRIEF COLLECTION OF LATIN SONGS

Praenotandum: School District teachers using the Nature Method in pilot classes have found the use of Latin songs during class valuable for motivational purposes, for a change of activity, and for reinforcing lexical and structural items. The songs may be introduced by a Latin expression such as Cantemus carmen "Duc, duc remos, duc." It is possible that teachers using other instructional systems will find this Appendix useful.

1. All through the Night

Alta dormias quiete
totam noctem;
angeli custodient te
totam noctem;
fessos artus vinxit sopor
tacet ager, silva, aequor,
solus vigilabit amor
totam noctem

2. Auld Lang Syne

Num amicorum veterum
decet oblivisci?
Annorum heu fugacium
et temporis acti?
Actum, socales, ob tempus,
praeteritum tempus,
priusquam discesserimus.
manus jungamus

3. Caesar's Triumph (to the tune of Clementine)

Ecce Caesar nunc triumphat
qui subegit Galliam
Civiumque multitudo celebrat victoriam
Gaius Julius Caesar noster,
imperator, pontifex,
primum praetor, deinde consul,
nunc dictator, moxque rex

4. For He's a Jolly Good Fellow

Nam ille est bonus amicus!
Nam ille est bonus amicus!
Nam ille est bonus amicus!
Nemo neget, neget, Nemo neget
neget
Nemo neget, neget, Nam etc.

5. Good Night Ladies

vos valete, dulces puellae;
vos valete, jam discessuri sumus

6. My Bonnie

Trans aequora abiit Chloe;
abest Chloe longissime;
trans aequora abiit Chloe;
reddatur amata Chloe
Reddas, reddas, o reddas amatam
mihi

7. Three Blind Mice

Tres mures!
En fugiunt!
Nam omnes secuti sunt rusticam
quae caudas cultello desecuit
sane facinus insolitissimum!

8. Twinkle, Twinkle, Little Star

Mica, mica parva stella;
miror quaenam sis tam bella!
Splendens eminus in illo,
alba velut gemma, caelo

9. Santa Lucia

Stell (ae) in mari lucent instar
argenti, placida (e)st aqua,
lenes sunt venti

Venit (e) ad agilem barculam meam!
Sancta Lucia, sancta Lucia

10. Frère Jacques

Nonne dormis, nonne dormis
frater mi, frater mi?

Sona matutinas, sona matutinas
ding, dong, ding, ding, dong, ding

11. Row, Row, Row Your Boat

Duc, duc remos, duc, viribus
unitis! Rivuli, flumina, maria,
omnia, nobis grata sitis

12. Pop Goes the Weasel

Urbis vias ambulans,
visitans, Aquilam,
dissipans pecuniam-
"Pop,"bit "weasel"

13. Battle Hymn of the Republic

Advenientis Domini conspexi gloriam;
irarum uvas conterens calcat vindemiam;
Evaginavit fulguris fatalis laminam:
incedit veritas
Gloria, Gloria, Alleluja!
Gloria, Gloria, Alleluja!
Gloria, Gloria, Alleluja!
Incedit veritas

14. Sailing, Sailing

Solvens, solvens, super Oceanum,
nam multae flabunt tempestates
prius Jack redibit
Solvens, solvens, etc.

15. You Are My Sunshine

Tu es sol meus, sol solus meus
me facis laetum dum nubes sunt,
O numquam scies quantum te amen
noli, sol auferre solem

16. Clementine

In spelunca, in convalle,
dum metallo confodit,
hic colonus excavator
Clementinaqu habitant
O deliciae, O deliciae,
O deliciae, carior!
Tu amissa est in saecla,
mihi dolor, carior

APPENDIX II AMERICAN ADDRESS OF THE NATURE METHOD INSTITUTE

For the convenience of the School District's teachers the American address of the Nature Method Institute is here supplied:

The Nature Method Language Institute, Inc.
110 E. 42nd St.
New York, N.Y. 10017

JUdson 2-5380 (Area Code 212)

The American representative is Mr. Albert Morse.

EVALUATION FORM
Teachers' Guide to the Nature Method Latin Course

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The School District of Philadelphia
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Parkway at Twenty-first Street
Philadelphia, Pennsylvania 19103

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